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ABSTRACT

The 17 seventh grade social studies activities, designed for career education, focus on: personal development; self-analysis; awareness of occupational choices; career development over a lifetime; knowledge of useful skills for appropriate careers, future job opportunities; occupational clusters; the interrelationship between work, leisure, and life-style; changing roles; job performance; and job satisfaction. The teaching strategies involve: class discussion or questionnaire evaluating personal strengths and weaknesses; group activities relating preferences and skills to occupations; student journals of activities, occupational information, and skills development; discussion of life stages and occupational choices at various stages; group work combining interests, preferences, skills, and further career opportunities, with probable interests at different age levels; field trips to health facilities; readings; and research on occupations. Each lesson is organized around domain, goal, performance objective, activities, and outcome measure. (JB)

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Seventh Grade Social

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CAREER EDUCATION IN THE SEVENTH GRADE SOCIAL CLASS

July, 1972
Rachel Melechen
Hanley Junior High School

Self-Knowledge Domain

Goal: For student to become aware that a wise choice of occupation should be based on a knowledge of himself.

Performance Objective: Each student will become aware of his strengths and dislikes and interests and the possible occupational choices that take into account these personality features, as evidenced by a written assessment in his journal.

Activities:

1. Class discussion on how to understand your own strengths, weaknesses, likes and dislikes through asking such questions as:

   a. What am I able to do?

   b. What do I do well and/or easily?

   c. What do I enjoy doing?

   d. What would I like to do well?

   e. What am I expected to do well: - by parents?

      by friends?

   f. Do I want to do these "expected" things well?

   g. What would I like to do if I

      (1) had the time?

      (2) had the money?

      (3) had the transportation?

      (4) had the know-how to do it?

      (5) knew someone who could help me do it?

   h. What do I do only because I have to?

   i. What do I dislike doing?

   j. What do I avoid doing?

2. Students should list the questions and record the answers to these in their journals.

Activities (continued)

2A. For students who would feel uncomfortable in responding to activity 2, an alternative approach of assessing one's interests and skills would be for the student to respond to a questionnaire of the following type.

Interest, Skill	Like to	Would like to do better	Don't like to do but do well	Afraid to try	Would like be taught how to	Don't like to
Work with children						
Work with animals						
Help others						
Travel						
Work in music						
Work in art						
Work with machinery						

Students would create their own categories of interests and check the appropriate boxes.

Activities (continued)

3. Students should choose groups and share with each other their likes and dislikes so as to allow other group members to become aware of a larger selection of alternates.

4. Through brainstorming, the class will classify the lists of strengths, weaknesses, likes and dislikes into categories that will:

   a. increase self-awareness

   b. help students relate their self-knowledge to possible occupational choices.

   Such categories might be

   - likes to work with people

   - likes to work alone

   - likes to be a leader

   - prefers to be assigned a definite chore

   - enjoys manipulating tools and object.

   - prefers solving problems

   - likes to help people

5. Students to brainstorm occupations that relate to these skills and preferences.

6. Students to write in their journals the categories that they feel apply to them and the possible occupations that relate to these categories.

7. Students to keep a daily record of several weeks' duration, in their journals, of the activities that they engage in, with an analysis of these activities as they relfect the student's likes, dislikes, strengths and weaknesses.

8. At the end of this period of several weeks, the students will amend, change, expand their response to #6.

Outcome Measure: Written assessment in their journals of students' strengths, weaknesses, likes and dislikes and the possible occupations that would utilize these aspects of their personalities.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware that as a student now attending school he is currently engaged in his career-job in school. He is acquiring skills and knowledge useful and/or necessary in various occupational alternatives, as evidenced by a listing in his journal of skills and knowledge already acquired in school and those yet to be acquired.

Activities:

1. Through brainstorming the class will discuss and each student list in his journal, the types of knowledge and skills he has already gained in school - eg.

   a. literary

   b. computational skills

   c. knowledge of the present world and its past

   d. skills of how to learn

      how to classify, compare, analyze

      how to evaluate and judge

   e. knowledge of self and others

   f. knowledge of how to get along with and relate to others

   g. responsibility

   h. conformity and creativity

2. Class will brainstorm and students list in their journals the kinds of skills and knowledge they will probably acquire during the remainder of their school year, eg.

   a. more specific, detailed and in-depth knowledge in various subject areas

   b. knowledge of the problems still to be resolved in particular disciplines

   c. skills appropriate to undertake investigations of problems in b.

Activities (continued)

d. acquire new skills: eg. typing, computer techniques

3. Class will brainstorm and enter into journals a list of skills and knowledge they would like to acquire while they are still attending school - e.g.s.

   Skills to help student predict, assess and deal with probable future developments.

Outcome Measure: Each student will list in his journal those skills and knowledge already acquired at school and those he expects to, and wishes to, acquire.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware of the various methods of acquiring knowledge and skills necessary for his possible occupational choices, as evidenced by a list of methods to be entered in his journal.

Activities:

1. As a class, students will brainstorm and list in journals methods of acquiring knowledge and skills, e.g.,

   a. Self-teaching

   b. imitation

   c. high school

   d. vocational school

   e. trade school

   f. jr. college

   g. regular college

   h. graduate school

   i. informal on-the-job-training

   j. formal on-the-job-training (apprenticeship)

   k. others

2. Students will brainstorm and inter into their journals the types of occupational alternatives consistent with the knowledge and skills obtained at the various levels.

3. Each student will refer back in his journal to his possible occupational choices and will indicate the probable method of gaining the required knowledge and skills for these choices.

Outcome Measure: Student will enter in his journal methods of acquiring knowledge, skills requisite for various occupational alternatives.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will realize that he acquires, extends and/or loses knowledge throughout his entire life, and that these skills and knowledge can affect his occupational choices, as shown by a written list of increasing and/or decreasing skills and knowledge at various stages of life and the occupational choices consequently open to him.

Activities:

1. Class through discussion, decides upon, and each student lists in his journal, various stages of life, e.g., infancy, early and late childhood, adolescence, early adulthood, middle age, old age, or any other method of describing stages in life.

2. Through brainstorming, class lists the types of skills and knowledge achieved or lost at each of the above stages.

3. Class brainstorming and lists the types of occupational choices associated with specific skills and knowledge at various stages of life.

4. On the basis of his present skills, knowledge and interests, each student will list in his journal specific occupations for which he would now be qualified.

5. At the end of the semester each student will make another list in his journal of his present skill, knowledg and interests. He will compare this list to the one made earlier in the school year, and share these differences with members of a group.

Outcome Measure: Each student will list skills and knowledge gained and lost at various life stages and the occupational choices appropriate to these skills and knowledge.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware of the continuous impact of his interests and hobbies upon his choice of occupational alternatives, the continuous possible impact of his career upon his career upon his interests and hobbies, and the stability and/or change of his interests and hobbies throughout his entire life, as evidenced by journal entries listing types of occupational opportunities available to a cluster of interests, a list of possible new hobbies occuring because of various occupations, and a listing of the permanence or instability of various hobbies throughout one's lifetime.

Activities:

1. Each student will refer back to his journal listing of his current skills, likes and preferences, and the occupational alternatives relating to them.

2. Each student will list in his journal his skills, interests, hobbies, likes, at age 5, at age 10, and his probable interests and hobbies at age 15, 20, 40, and 60. He can draw on his observations of older brothers, sisters, relatives and friends.

3. Each student will divide his lists into 3 sections:

   permanent: those interests that remain steady through life

   semi-permanent: those interests which exist at more than 1 age

   changing: those interests which are manifested in one age period only

4. Students will share their lists with each other in small groups.

5. In their groups students will associate occupational alternatives with their lists of interests, and record this in their journals.

6. In groups students will suggest various combinations of 2 or more interests, hobbies, preferences, skills, so as to suggest further career opportunities and will record these in their journals, e.g.;

   interest in automobiles — design automobiles
   interest in art — interiors

   interest in automobiles — publicity
   interest in writing — advertising

Activities (continued)

interest in automobiles — sales
interest in people

7. Using their observations of family, older friends, books, films, tv, etc., students will brainstorm and list in their journals the ways in which occupations have resulted in new ways of spending leisure time, e.g.,

salesperson in fabric store	sewing own clothing
teacher	visiting schools
	reading books written by teachers about their experiences
	taking courses
airline mechanic	travel

Outcome Measure: Entires in journals associating interest clusters with job opportunities, possible new hobbies resulting from and occupations, and a classification of hobbies as permanent, semi-permanent or changing through various stages of life.

Career Planning Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware that not only do his skills, knowledge and interests change throughout his lifetime, but that his physical stamina and health change as well, thus opening up different occupational alternatives during his life, as evidenced by a list connecting various occupational alternatives with the necessary health and energy requisites.

Activities:

1. Students report to class on physical activities of infants they know (family, friends).

2. Students report to class on physical activities of 5 year olds, 10 year olds, 15 year olds, 20 year olds, their parents, grandparents, and elderly people they know.

3. Students will report to class on state-of-health (visits to doctor, time in bed, time lost from work, time in hospital, complaints) of parents, grandparents, and elderly friends and relatives.

4. Students will graph the above data (1-3) along a lifetime scale.

5. Students will refer to lists already in their journals of occupational alternatives, and rank them in order of highest to lowest energy and health requirements.

6. In groups, students will connect various occupational alternatives with the necessary physical and health requirements.

Outcome Measure: Students will list occupational opportunities appropriate with changing energy levels and states of health.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware that not only do his skills, knowledge, interests, and health change throughout his entire life, but that the world is changing rapidly as well, thus making new occupational alternatives available, as evidenced by journal entries of past, present and probable future rates and types of changes, and the knowledge and skills probably necessary for the occupational alternatives made possible by these changes.

Activities:

1. Present to class Toffler's (Future Shock) idea dividing the last 50,000 years into 800 lifetimes, indicating the increased rate of change occuring in this hundred years.

2. Brainstorm and list in journals the new knowledge, products, services, ideas, techniques, etc., which have occured in the last 12-13 years (lifetime of most 7th graders), e.g., heart transplants, laser beam technology, genetic information.

3. Brainstorm and list in journal new products, services, appliances, etc., in last 62 years (the Toffler "lifetime").

4. Students will brainstorm new services, products, etc., in 19th century.

5. Students will compare rate and kinds of changes in 2, 3, and 4.

6. Students will discuss and list in their journals the types of new skills and knowledge and job opportunities arising as a result of the change discussed in #5.

7. Students will brainstorm and enter into journals the kinds and type of changes in our world that might occur from now until the year 2,000. (students will be 40 years old).

8. Students will brainstorm and enter into journals the probable types of occupational opportunities available as a result of the changes projected in #7.

9. Students will brainstorm and list in journals the probable kinds of knowledge and skills necessary by the year 2,000 for the employment opportunities which will probably exist.

Activities (continued)

10. Students will rank in their journals these possible occupations, from the most to least appealing.

Outcome Measure: Students will have a record in their journals of past, present and probable future rates and types of change, and the knowledge and skills probably necessary for the occupational choices related to these changes.

Career Preparation Knowledge and Skills Domain

Goal: For students to become aware that it is useful to think of future careers in terms of occupational clusters rather than specific jobs.

Performance Objective: Each student will become aware of how an understanding of occupational clusters offers many alternative careers, as evidenced by lists of career opportunities within 3 sub-sections of the group of occupational clusters.

Activities:

1. Students will receive a copy of the list of 15 occupational clusters identified by the U.S. Office of Education.

2. Through class or group brainstorming a list of possible occupations will be entered into students' journal.

3. Using the cluster "Transportation" the students will brainstorm the possible occupations within one sector within the cluster — the automotive. (E.g., Such occupations as designing, selling, bookkeeping, repairing, engineering.) This would probably interest the boys more than the girls.

4. Using a sector of the "Hospitality and Recreations Occupations" the class will brainstorm and list the career alternatives within the field of "entertainment", e.g., publicity, clothing design, composing music, photography. This might be of more interest to the girls in the class.

5. The students will brainstorm the career opportunities of McDonnell-Douglas Corporation, largest local employer fitting under Transportation cluster, e.g., research, design, promotion, sales, management, personnel, upholsterers, and list in their journals those occupations that might interest them.

Outcome Measure: Student will list the possible career opportunities of 3 sub-sections of the occupational clusters.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware that having entered a occupational cluster it is possible to shift from one occupation within the cluster to another, as evidenced by lists of such possible shifts.

Activities:

1. Students will refer to list of occupational clusters.

2. Drawing an experience of relatives and friends and from literature, tv and movies, students in groups will discuss and note in their journals possible shifts within occupational clusters. E.g.,

   Transportation:

   engineer to sales

   sales to management

   engineer to research development

   secretary to advertising

Outcome Measure: A list of possible shifts, within occupational clusters, from one occupation to another.

Career Preparation Knowledge and Skills Domain

Goal: For students to become aware of the interrelationship among choice of career, leisure time activities, and one's entire way of life.

Performance Objective: Each student will become aware of the probable impact of the occupational clusters that interest him on his future socio-economic status, as evidenced by his ranking his occupational preferences in terms of their probable socio-economic status.

Activities:

1. Students will define in classroom discussions socio-economic status — used frequently.

2. Students will list some occupations associated with the various socio-economic levels.

Outcome Measure: Students to refer back to their journals where they have previously indicated possible occupational choices based on likes, talents, interests, strengths, etc., and to rank order these potential occupations from the least to most appealing on the basis of the socio-economic level he would like to attain.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware of the probable effects of the occupational clusters that interest him upon his leisure time activities as evidenced by journal entries of occupational choices ranked according to most and least appealing, based on their leisure time aspects.

Activities:

1. Small group discussions of hobbies and other leisure time activities that would enable a person to shift, within his cluster from one occupation to another, should he so desire.

2. Following class discussion, students will enter in their journals a list of the occupations that offer the greatest amount of leisure time.

3. Following class discussions, students will enter in their journals a list of those occupations which determines the amount and type of leisure time activities because of such features as:

   a. jobs that require continuous education, e.g., teachers, scientists, doctors

   b. jobs that usually require public contact and responsibilities . e.g., executives of leading businesses, politicians

   c. jobs that demand long working hours e.g., long-distance truck drivers

   d. jobs that require large amount of time spent away from home e.g., salesmen etc.

   e. — other —

Outcome Measure: List 4 types of occupations which would be most and least appealing in regard to effects upon leisure time.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware of theprobable impact of the occupational clusters that interest him upon the geographical areas in which he might live and upon the amount of travelling he might do in his work, as evidenced by rank-ordering possible occupational choices by:

a. their location within the U.S.

b. the amount of travel within and outside the U.S. with the occupations would probably entail.

Activities:

1. On a large outline map of the U.S. groups of students will indicate the areas of the country associated with the 15 occupational clusters suggested by U.S. Office of Education.

2. Students will refer back to their journals where they have previously indicated potential occupational alternatives based on considerations of interests, talents, and likes.

3. Students will rank from most to least appealing these possible occupational alternatives according to the section of the country in which the student might have to live.

4. Using the same journal entries as in #2 above, students will rank order, from most to least appealing, those occupational alternatives based on the amount of traveling within the U.S. and/or the rest of the world, usually accompanying these occupational selections.

Outcome Measure: Students will rank possible occupational alternatives from least to most appealing, on the basis of location and the probable amount of travel required.

Career Preparation Knowledge and Skills Domain

Goal: For the student to realize that during his entire life he has been, and is currently participating in, his own career development and that such participation will occur during his entire life.

Performance Objective: Each student will become aware of the probable relationship between the occupational clusters that interest him and his conception of a "good life", as evidenced by each student defining the "good life" for himself and ranking possible occupational alternatives, from the most to least appealing, on the basis of their possible fulfillment of his concept of the "good life".

Activities:

1. The class will brainstorm qualities leading to the "good life".

2. Each student will write in his journal his own definition and formula of the "good life".

3. From a list already entered in his journal if possible occupational alternatives, the student will rank these, from most to least desirable, as they approach fulfilling his concept of the good life.

Outcome Measure: Each student will rank possible occupational alternatives according to his own definition of the "good life".

Career Preparation Knowledge and Skills Domain

Goal: For students to become aware of the changing role of men and women in America.

Performance Objective: Each student will become aware of the occupational areas now being opened to both women and men that had been traditionally limited to one sex only, as evidenced by listing current and probable future occupational opportunities that had formerly been open to one sex only.

Activities:

1. Students will discuss, based on readings, family experience, movies, tv, etc., the shifting roles of men and women in today's families. (Students will have already studied different forms of family structure being developed today).

2. Students will discuss the reasons behind the changing roles.

3. Students will discuss the relationship between these underlying causes and the search for new occupational alternatives by men and women.

4. Students will discuss the role of Fair Employment Practice codes upon the opening of new job opportunities to men and women.

5. Students will discuss the Women's Lib movement and its underlying causes, as it relates to new occupational opportunities for women.

6. Students will list in their journals the new occupational alternatives now open to men and women that were formerly closed to them and will rank these new opportunities from most to least attractive, e.g.,

for Women	for Men
blacksmith	secretaries
telephone line repair work	nurses
truck drivers	telephone operators

7. Students will list in their journals, possible new occupational opportunities for men and women, during the next 40 years, and rank them accordingly to which they would find most and least appealing.

Outcome Measure: Students will enter in their journals and rank, according to most and least appealing, the new occupational opportunities available today and in the future of women and men.

Career Preparation Knowledge and Skills Domain

Goal: For students to become aware of how a person actually spends his time at work.

Performance Objectives: Each student will become aware that these are dimensions to a working day other than pay schedule, hours, and vacation policy, and that these dimensions include the problems of the job, decisions to be made, the worker's worries and concerns, etc., as evidenced by the responses to an open-ended questionnaire the class will create to be asked of people in a variety of occupations and a subsequent rank-ordering of these various occupations, from most to least appealing, on the basis of how a working day is typically spent.

Activities:

1. Class will brainstorm the kind of information it would like to know about any occupation, including for example,

   - pay, hours, vacation
   - location: transportation problem
   - shift
   - what work is actually performed: what the worker actually does
   - what the worker thinks about as he works
   - what the worker is concerned about as he works
   - what the worker worries about as he works
   - what the worker has to decide as he works
   - the problems connected with the job
   - the pleasures connected with the job
   - the satisfaction connected with the job
   - others -

2. The class will draw up specific open-ended questions that would elicit the information from people in various occupations.

3. Students will interview relatives, parents, friends, teachers, ministers, and other adults they know to get such information.

4. Students will share this information with the rest of class.

5. Parents, senior citizens, and friend of students and teachers will be invited into the class to describe the world of work and answer student questions.

Activities (continued)

6. On basis of knowledge gained, students will rank the occupations whose day-to-day patterns they have learned about, from the most to the least personally appealing.

Outcome Measure: Students will create a questionnaire to be asked of people in various occupations eliciting detailed information about their work day and rank the occupations according to the information obtained.

Career Preparation Knowledge and Skills Domain

Goal: For students to realize that his occupation can be a source of personal development, fulfillment, and pleasure.

Performance Objective: Each student will become aware that in addition to earning an income, his occupation can be an opportunity to use and develop his skills, to be creative, to contribute to the community, to feel personally satisfied and proud, etc., as evidenced by a list in his journal of the satisfactions resulting from various occupational choices and a ranking of the occupational alternatives, from most to least appealing, based on the probable amount and kind of satisfactions associated with them.

Activities:

1. Each student will refer to the list already made in his journal of his present skills, knowledg and interest, and the possible occupations associated with them.

2. Each student will also refer to the lists in his journal of his present strengths, weaknesses, likes, dislikes and the occupational alternatives associated with them.

3. Students will brainstorm and list in their journals the class reaction to the question fo what satisfactions other than earning money, are associated with choice of occupations. This would probably elicit the satisfactions listed above in the performance objective, as well as others.

Outcome Measure: Each student will make a list in his journal of the satisfactions, in addition to money, that are associated with one's occupation, and a rank order of possible occupational alternatives, already entered in his journal, according to their possible source of personal satisfaction.

Career Preparation Knowledge and Skills Domain

Goal: For students to realize that his occupation can be a source of personal development, fulfillment, and pleasure.

Performance Objective: Each student will become aware that his occupation is an opportunity to make friends, as evidenced by lists of his friends and his parents' friends, which show the percentage of their friends made specifically through their careers.

Activities:

1. Students will make a list of the people they like to spend time with.

2. Students will check the names of those people on their lists whom they have met through going to school (attending school as one part of their career preparation).

3. Students will compute the proportions of the total list of those friends made at school.

4. Students will list friends of the family, and/or friends of their parents.

5. Students will check those friends whom their parents met at work.

6. Students will compute the percentage of friends their parents made through their occupations.

7. Students will share these results with each other.

Outcome Measure: Students will make a list of their friends and their parents' friends, and compute the percentage made through their careers.